

CHAPTER III

RESEARCH METHOD

This chapter presents the research method that used in conducting the research. In this part, the researcher would explain the research design, research subject, data collection, and data analysis.

3.1 Research Design

Research design take an important role for researchers to give an early portrayal of their research. It is necessary for them to organize their works with methodological way and this is where research design is used. According to Ary et.al (2010), research design was the writer's plan of how to proceed to gain an understanding of some group or some phenomenon in its nature context. Research design is a set of procedures to help research in conducting their planned research. It covers data collection, data analysis, and report writing (Creswell, 2012).

There are two general types of research; quantitative and qualitative. They are different in several things such as purpose, design, approach, tools, sample, and analysis. Quantitative approach has the purpose to study the relationship, cause, and effect, whereas qualitative more concern to examine a social phenomenon as it is. The analysis in quantitative is statistical analysis of numeric data, while qualitative is narrative description and interpretation (Ary, 2010).

Ary (2010) also said that qualitative research is an understanding of a phenomenon by focusing on the total picture rather than breaking it down into variables. This research was both quantitative and qualitative research. The

quantitative research was meant to answer the research problems about how fluent and how accurate debaters' speaking. Also, there was some simple calculations to calculate the level of fluency and accuracy of debaters. On the other hand, this research was a descriptive qualitative research to be specific. As its name, descriptive qualitative involved describing the existing conditions but not manipulating nor changing the variables (Wido, 2006; Ary, 2010). The fundamental reason why the researcher used the descriptive qualitative research was both data collection and data analysis were mostly in the form of explanation and description, even though there was a process of calculation, but it was only a simple calculation. Besides, in analyzing the fluency and accuracy of debaters, the researcher did not have any control upon the research subject.

3.2 Research Subject

The researcher used the sampling technique in choosing or selecting the debaters of EDS ILF UMM as the research subject. Marshall and Rossman (2006) differentiated sampling technique in several points: comprehensive sampling, homogeneous sampling, snowball sampling, stratified purposeful sampling, random purposeful sampling and convenience sampling. In this research, the sampling that used by researcher is snowball sampling. Snowball sampling involved other participant to give information and or give recommendation others to be sampled (Creswell, 2012).

In this research, the snowball technique was employed to the members of EDS ILF UMM. There 18 members of EDS ILF UMM in the 6th semester. But not all the members were debaters, some of them only being daily board of

organization. From the members, the researcher began to select members of EDS ILF UMM who already have a good experience in debate from joining some competitions, both inside or outside the campus. From the snowball sampling technique that was intended to the EDS ILF members, therefore, the research got six members who suits the characteristic.

3.3 Data Collection

Data collection was the method that used to gather the research data. There were many data collection methods for qualitative research, namely observation, interview, and documents and artifacts (Ary, 2010). Since this research was intended to know how fluent and accurate the debaters in debating, so the researcher chose observations as the data collection methods.

In doing the observation, it was necessary to determine the researcher's role toward the observation. Ary (2010) stated that there are several kinds of role of researcher, they are complete participant, participant as observer, observer as participant, complete observer, and collaborative partner. Hence, within this context, the researcher put herself as observer as participant. It means that the researcher may interact with the object of research but did not really involve to their behavior and activity.

3.3.1 Technique and Instrument

In collecting the data, the researcher applied several research instruments as follow:

- a. Test; was intended to know the debaters' speech, so that the researcher can determine their level of fluency and accuracy. The debate performance used parliamentary debate specifically Asian

Parliamentary Debate. It consisted two major groups; affirmative and opposition. Each groups consisted of three speakers (1st, 2nd, and 3rd speaker). The time given to speakers to deliver their speech only 5 minutes 20 seconds. The debate will begin from the first speaker of affirmative then continued by the first speaker of opposite team. The debate will finish after third speaker of opposition conclude the speech.

- b. Document of performance; was in the form of recording result (audio transcription) from the audio (debaters' speech) which had been recorded when the test was given to the research subject.

3.3.2 Procedure of Data Collection

There were several steps to collect data:

1. Instructing the research subject to do a debate.
2. Recording their audio while they speech.
3. Transcribing the audio from all speakers if the debate performance already done.

3.4 Data Analysis

Data analysis used for examining the data that had been collected and analyze it, so that the researcher can conclude and answer the research problems. To get a clear portrayal of the fluency and accuracy, the researcher used the following steps to analyze the data:

1. Coding the audio transcription. The function of giving the code was to make easier the researcher in analyzing the data. The code was explained as follow:

Coding symbols: () for hesitation or silent pause, < - > or dash for fluent words, <f> for filler or interjections, <r> for revisions, <ph> for phrase repetitions, <wp> for word repetitions, <syl> for syllable repetitions, <s> for sound repetitions, <P> for prolongations, for blocks, <multi> for multi-components.

2. Analyzing the speech rate (words per minute) by counting the total words spoken in a sample time (2 minutes) divided by the sample of time or like this formula

$$\frac{\text{total of words spoken in two minutes}}{\text{the sample time}}$$

3. Calculating the mean length of pauses by using the formula of
$$\frac{\text{total length of pauses above 0.2 seconds}}{\text{total number of pauses above 0.2 seconds}}$$

4. Calculating the number of disfluencies per minute by using the formula of
$$\frac{\text{total number of disfluencies in a sample time}}{\text{total amount of sample time express in second}} \times 60$$

5. Analyzing the accuracy by giving (*) to the words or phrases that error and count how many time the errors are made.
6. Making the interpretation and discussion of the data.
7. Drawing the conclusion to determine the fluency and accuracy level of debaters.